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ABSTRACT

This paper discusses some of the author's experiences in two sexually homogeneous environments, a male juvenile correctional facility and a four-year womens college, from an Adlerian perspective. Although unrelated, the two populations have important similarities and differences, such as that incarcerated male juveniles and college females often present pampered lifestyles in that the male aggressives exploit others while the females passives and dependents get their way. Representative life style case histories from each are included. Through counseling the subjects received insights into their views of life, self and others; confronted irrational and self-defeating notions; and received encouragement and rehearsal techniques for more appropriate behaviors and attitudes. In addition, the author presents implications regarding incarcerated male juvenile offenders as well as the cultural need and significance of the current women's rights movement. (PFS)

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LIFE STYLE FORUM:

Representative cases from a male juvenile correctional facility & a women's college

By Daniel G. Eckstein

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INTRODUCTION TO LIFE STYLES

One of the most significant contributions by Alfred Adler was his unified holistic notion of an individual's 'life style', the constant theme of life with its variations. Because the term "life style" has become so commercialized as the free-spirited, "got-it-all together" person in our contemporary society, just as the "original" Coca-Cola ads suggest, perhaps we need to remember that Adler's definition of life style as the "real thing." Adler (1929) used the following analogy in introducing his definition of life style:

If we look at a pine tree growing in a valley we will notice that it grows differently from one on top of a mountain. It is the same kind of a tree, a pine, but there are two distinct styles of life. Its style on top of the mountain is different from its style when growing in the valley. The style of life of a tree is the individuality of a tree expressing itself and molding itself in an environment. We recognize a style when we see it against a background of an environment different from what we expect, for then we realize that every tree has a life pattern and is not merely a mechanical reaction to the environment.

It is much the same way with human beings. We see the style of life under certain conditions of environment and it is our task to analyze its exact relation to the existing circumstances, inasmuch as mind changes with alteration of the environment. As long as a person is in a favorable situation, we cannot see his style of life clearly. In new situations, however, where he is confronted with difficulties, the style of life appears clearly and distinctly. A trained psychologist could perhaps understand a style of life of a human being even in a favorable situation, but it becomes apparent to everybody when the human subject is put into unfavorable or difficult situations.

How does the notion of the style of life tie up with what we have discussed in previous chapters? We have seen how human beings with weak organs, because they face difficulties and feel insecure, suffer from a feeling or complex of inferiority. But as human beings cannot endure this for long, the inferiority feeling stimulates them, as we have seen, to movement and action. This results in a person having a goal. Individual Psychology has long called the consistent movement toward the goal a plan of life. But because this name has sometimes led to mistakes among students, it is now called a style of life. (p. 98)

As Ansbacher and Ansbacher (1969) note, Adler's later writings equated the "style

of life" with the self or ego, one's own personality, the unity of personality, individuality, individual form of creative activity, the method of facing problems, opinion about oneself and the problems of life, and the whole attitude to life.

Rudolf Dreikurs (1953) followed Adler's "holistic" notion by noting that "the life style is comparable to a characteristic theme in a piece of music. It brings the rhythm of recurrence into our lives" (p.44) Although each individual's own style is unique, Harold Mosak, contemporary Adlerian authority on life styles, has identified (in Nikelly, 1972) fourteen different commonly observed lifestyles. Particularly relevant to the present paper discussing pampered lifestyles is Mosak's (1959) description of the following: "The 'getter' exploits and manipulates life and others by actively or passively putting others into his service. He tends to view life as unfair for denying him that to which he feels entitled. He may employ charm, shyness, temper, or intimidation as methods of operation. He is insatiable in his getting." (p.194).

Maneford Sonstegard (1973) includes an excellent summary statement on life style, noting the importance of birth order, interpersonal relationships between members of the family, the importance of the siblings main competition, and the significance of unstructured early recollections from early childhood which are in harmony with an individual's present outlook on life.

PURPOSE OF PRESENT PAPER

The purpose of the present paper is to discuss some of the author's experiences in two sexually homogenous environments, a male juvenile correctional facility and a four-year womens college. Although the two populations may appear to be completely unrelated, some important similarities and differences will be noted. Also included

will be some relevant Adlerian writings, plus specific personal applications attempted with each population. Representative life style cases histories from each group will also be included. At the onset, the author reaffirms Thomas Allen's (1971) similar introduction to a life style case history: "The life style summary is presented as a typical example, not as a virtuoso performance." (p.25)

Consistent with previous Adlerian writings, the author maintains that both incarcerated male juveniles and college females often present pampered lifestyles. (Adler, in Ansbacher 1967,1969,1970); Adler, (1964 a,b,c,); and Rattner, in Nikelly (1972). Perhaps the crucial difference in the two populations relates to the passive or active nature of such pampered lifestyles. Incarcerated male juveniles are typically aggressive "getters" in exploiting others; conversely, many females from middle-upper class families have chosen a more passive, dependent role in having things go their way. Both populations contain many pampered lifestyles, but significant active-passive roles appear to have emerged.

EXPERIENCES IN JUVENILE CORRECTIONS

In addition to the above mentioned writings, several studies have been written concerning correctional populations (Ansbacher et.al., 1967; Chaplin, 1967, 1970; Hillson and Worchel, 1958). Adler (in Ansbacher, 1970) presented the following statements regarding delinquents and pampered life styles:

We assert that in criminals we invariably find evidence of the pampered life style. Delinquents who have committed one or more crimes picture the world as a place where everyone else exists for their exploitation, where they have the right forcibly to take possession of the goods, health, or life of others and to set their own interest above the interest of others. In such cases we can always find a certain attitude which can be traced through the life history of the delinquent back to childhood. Delinquents are always individuals whose social interest suffered shipwreck in childhood, whose social interest did not attain full maturity. They begin very early to take forcibly anything which seems to them to belong to them. (p.257)

As the risk of overgeneralization, the author has found that incarcerated males often feel unfairly treated by society; that they can break the rules and not have to suffer the "logical consequences"; and that they are often discouraged, having failed to gain attention in socially accepted ways, resorting instead to socially unacceptable but personally enhancing "delinquent" behavior.

Two specific Adlerian techniques found to be useful included what Nikelly (1972) described as "stroke-and spit" tactics. "Stroking means that the therapist gives of his time and effort to help the client listen to himself and to cultivate an active, social interest. In spitting the therapist discloses the skillful maneuvers of the client, who may be seeking to avoid intimacy or who is directly hostile to others, and thereby exposes his ineffective ways of behaving (i.e. 'Look what you are actually doing'). Spitting implies that the disclosure is unpleasant enough so that the client no longer desires to continue this behavior." (p.88) Thus, through encouragement, trust relationships between counselor and client are possible; a psychological investigation follows, including a life style plus other relevant psychometric information. The crucial interpretation and re-orientation phases involve sharing possible mistaken goals (i.e. undue attention, power, revenge, inadequacy), while encouraging the use of more socially appropriate ways of fulfilling the unique life style.

Incarcerated juveniles appear to be sensitive to "society-oriented" counselors "unfairly" trying to change their lives; yet, they are often encouraged upon gaining insights as to why they engage in delinquent activities, including a discussion of more socially appropriate methods of fulfilling the same needs. Adler's personal discussion exemplifying the useful and useless nature of life styles was especially appreciated by the students. As a child, Adler had an intense fear of death,

resolving to overcome it by becoming a physician. However, another person with a similar fear of death become a grave digger, burying others and not being buried himself. Just as the incarcerated males could see the useful-useless side to the same need, so they were more open to trying more socially appropriate means of attaining their goals. It seemed futile in "arguing" whether or not their incarceration was fair; rather encouragement in fulfilling their goals through more useful ways seemed to be more effective.

In addition to the use of life styles as a preferred method of treatment, many Adlerian family counseling techniques were appropriate. Since 30-35 boys were housed together, group cooperation and consideration were stressed. The author also learned that regular "family" problems occurred; for example, a recurring problem was that larger, aggressive boys would attack smaller, passive students in the dorm. Of course, the smaller boys instantly sought protection and retaliation through the counselor. Preventing such activities proved futile and frustrating for the counselor; however, realizing his error, the author began with drawing from such disputes, encouraging the students that they could work things out for themselves. Just as in normal family conflicts, the smaller boys often had provoked the wrath of the larger teenagers. By experiencing the "natural consequences" of their actions, such fighting became less prevalent.

As Dreikurs (1967) notes, many psychopathic personality types will resist personal treatment, responding to group spirit instead. He also says that "It is easier to change the objectives and tendencies of the whole group than of an individual alone. New group values must be developed to increase and improve the social values of an individual." (p.23) For that reason, group counseling was another preferred mode of treatment.

Developing social interest was also encouraged through such activities as educational dances with incarcerated females. Data obtained through sociometric techniques proved helpful in determining friends desiring to attend such functions together.

Maslow's (1954) hierarchy of needs are also important considerations for correctional counselors. Often such basic needs as safety, clean sheets and towels, plus soap and toothpaste must precede moving to higher levels of honesty, self-esteem, and self-actualization. Counselors not willing to deal with such basic needs initially may experience difficulties in correctional institutions. Perhaps the founder of the Salvation Army, General William Booth, had the right philosophy in his "soup, soap, and salvation" approach to such downtrodden individuals.

Another important function for correctional counselors involves community consultation. Frequent conferences with parents, especially in relation to the fallacies of authoritarian and permissive techniques, can help them see how they often make the adolescent's delinquent behavior productive. Whenever possible, participation in ongoing parent study groups through family education centers can be an important educational experience for such individuals. A representative life style summary concludes the section on juvenile corrections.

CASE HISTORY

John is a seventeen year old Negro male, having three older brothers, one older sister and two younger sisters. In relationship to John, his oldest brother Devoid is six years older, while Webster and Andrew are four and two years older respectively. Compared to the females, John is two years younger than Juanita, while one and two years older than Teresa and Deloise. Thus, he is the fourth brother and fifth of seven children in the family.

In sibling interrelationships John, feels that Webster was most different from him. Specifically, describes Webster as being quite a "good boy", having more friends than John, liking school, not cursing, but drinking more than John. Conversely,

John states he was most like Andrew, describing him as a "trouble maker" who would "jump on people if he had to." John also says that Andrew did not get along well with his friends, didn't like school, and that, although he doesn't drink, he smokes. All of these characteristics were shared by both Andrew and John. John describes Webster as being "prejudiced" regarding interracial relationships.

As a child, John describes himself as playing and fighting a lot, pulling jokes on people he did not like, attending school when he felt like it, and, when in school, having constant conflicts with his teachers. It also appears that John was encouraged by his three older brothers to fight other students, especially his white peers.

John seems to have had the closest relationship with his older sister, Junita, specifically stating that "she gave me confidence." Conversely, he and his younger sister Teresa were constantly at odds with one another. John specifically resented her achievement in school, the fact that she was "bossy", and she criticized John when he was wrong. Thus, Teresa served as the main competitor for him.

Compared with the other siblings, John found his place by being a hard worker, rebellious, considerate, wanting his own way, feelings easily hurt, very quick temper, few friends, and very spoiled. He also saw himself as having the least intelligence, making the poorest grades, doing the least amount of work around the house, the least selfish, the lowest achiever, and the shortest. He differed the most with Webster and Junita. Ironically, although John describes Webster as most different from him, he also states that his closest relationship was with Junita. John and Andrew again appeared to have the most similar characteristics, confirming John's earlier statement that they were most alike.

None of the siblings appear to have been responsible for the others. John and Andrew played together, as did Junita and Teresa. John describes Webster as his father's favorite, felt that he was his Mother's favorite.

John describes his father as being "mean, with a quick temper". Conversely, he views his mother as nice, pretty, and that "she wouldn't let the father beat me." Thus, it appears that the mother and father often disagreed as to the best type of discipline for the child. And in such disagreements, the mother seemed the most dominant, preventing her husband from spanking John; prompting him to boast "I've never been whipped in my life."

The quarreling between the mother and father reached a zenith when John was six years old. His parents were upstairs arguing, John was the only other person in the home. Suddenly, he heard a gun shot, upon which he ran upstairs. When he opened the door to his parent's bedroom, he saw his mother lying on the floor dead. His father made a motion towards him, whereupon John ran. He then heard another shot, returning to find his father dead also.

After the death of his mother and father, the family remained together for two years. Then the oldest brothers went to live with other relatives, while Deloise went to Baltimore. John, Teresa, and Deloise went to live with his grandmother, currently his legal guardian.

II. Early Recollections

1. Age 5, John, Andrew, and Webster "picked on" a midget; Called him midget,

shorty." He got mad, I laughed. He called us bad names, then we'd run him down the street. He'd try to get police on us, but we'd hide. Felt: thought it was fun.

2. Age 5. Ran down alley throwing down trash cans, making noise. Someone called police. They snuck up on Andrew, Webster, John. Took us to station. Wouldn't talk. Warned if caught again would lock up. When got home, Dad wanted to whip us, but Mom wouldn't let him. Felt: when throwing cans felt happy and fun-like playing; when caught, still happy, didn't know what was happening-when home-still laughing-just followed gang.

3. Age 5. Andrew and me playing in house-he hit me - I became cross eyed, people made fun of me-didn't understand how got cross eyed. Felt: didn't like it-wasn't laughing when I came up.

4. Age 6. Fought with anyone-for example, me and white boy got in fight. He passed me and said something-called me "nigger"- brothers told me to beat him up. Beat him up with a stick. He went home crying-I went home laughing; his mother came over to my mother-she took for me. Brothers came to rescue also. His mother went home saying she would call the police. He was 8, I was only 6. Everything brothers told me to do or say, I did. Felt: when happened mad; felt like killing him: got carried away. Next day wanted to get him again. Few days later, Junita got me for following older brother's advice. Felt bad after that.

5. Mother and father's death - Age 6. I was downstairs - I heard gun go off-went upstairs-saw mother on floor-father looked at me-I ran-then heard another shot-went back up again. He was on floor-went downstairs-didn't know what to do-few minutes later, went to get uncle-felt: confused, didn't know what happened. (didn't realize death until 10)

III. Possible Interpretations and general Life Style statements based on above early recollections.

1. It is satisfying to get the best of other people, especially those whom I consider inferior.
2. I can do as I please, and don't have to worry about the threats of others, nor do I have to abide by "the rules of the game;" I enjoy having fun at the expense of others.
3. People generally don't care about me, and I am especially upset by criticism, because this causes me to lose peer approval.
4. It is important to gain recognition, and essential not to let others put me down, thus causing me to "lose face" in the eyes of others; I often follow the advice of others.
5. Life is fearful, confusing, and upsetting.

IV. Summary

John appears to be an individual for whom a stressful situation consists of losing face in the eyes of others. It appears that John is sensitive to criticism, needing the approval of other peers. As the youngest male in the family, he describes himself as the mother's favorite and admits to being spoiled and having had his own way. When frustrated, he then used his temper and rebellion to get things his own way. It also appears that John rates himself low on attributes of productivity. However, one exception which should be used as a source of encouragement is his ability to work hard at a task.

From his early recollections, it appears John feels that people are critical and out to "put me down". When this happens, he says it is "important for me to get back, or not to stand for it." It also appears that John needs the approval of others. His general mistaken notions of life seem to include the ideas that he can do as he pleases, disregarding societies' rules, not having to worry about the consequences of his actions.

Assets for John include his concern for others and his willingness to work hard. He appears to be very concerned about the opinion of others, finding it upsetting to lose face in the eyes of others.

Future goals of counseling include helping John gain peer approval in productive ways. One possible way is through his leadership in a dormitory singing group. It will also be pointed out to John that there are many other ways to gain proper approval, but that in the past, he has chosen undesirable activities such as picking on midgets and knocking over trash cans to gain such recognition. The disadvantages to such actions are that they lead to being incarcerated in a correctional institution.

Another counseling goal will be to enhance John's own self feelings in order to minimize the over importance of peer (especially antisocial peers) approval. Instead of reacting with anger when he feels put down, hopefully John can come to realize that he doesn't need to build himself back up, especially at the expense of others.

About three weeks after sharing the above information with John, including encouraging him to become aware of situations where he felt "put down" and suggesting some alternative behaviors, a major incident indicated that change is possible. John was arguing violently with a youth counselor, insisting he had not been involved in stealing some food from the kitchen. As the dispute grew more heated, the youth counselor attempted to grab John and take him to see the "big boss." John broke loose, grabbed an empty soft drink can, splitting it into two sharp jagged pieces. By now fifty other students surrounded John and the youth counselor in their game of "confrontation", shouting encouragement to John and obscenities at the youth counselor. It was obvious that John faced a critical choice - putting down the now deadly "weapons" involved losing face with his peers, including being placed briefly in maximum security, and probably not being paroled for another thirty days. The other alternative involved two split aluminum fragments and an unarmed but angry youth counselor, similarly unwilling to be "put down". At age 17 the stakes were high for John

because he was now of legal age, capable of receiving a long-term adult prison sentence. In the midst of the wild milieu, the author exchanged a quick glance with John. In the twinkling of an eye, a mutual message of "look what you're doing - don't let peer pressure and the threat of 'loosing face' ruin your life forever " was exchanged. There was an instant "recognition reflex", a quick decision; moments later "weapons" lay harmlessly on the ground. John was smiling broadly; I was weeping silent tears of happiness, for we both knew a major victory had been won. A few weeks later, John returned home a free man.

EXPERIENCES IN A WOMEN'S COLLEGE

Seemingly at the opposite extreme from the predominately lower-middle class black dominated male juvenile correctional facility would be a predominately upper-middle class white oriented four year women's college. Yet, despite the apparent contrasts, some similarities should be noted. As previously mentioned, both homogenous environments had many pampered lifestyles, the apparent difference being in the active-passive manner of approaching the environment. In the introduction to Problems of Neurosis, Ansbacher (1964a) summarizes the following statements of Adler regarding the pampered lifestyle: "All neurotic persons who have developed from a pampered prototype expect to be appreciated before they will do anything of social value instead of after having done it, thus expecting the natural course of things to be reversed in their own favor" (p.77). Such people want "to take without giving" (p.95) want "everything for nothing" (p.94) and "all or nothing" (p.55). (p.XIX)

In early recollections, Adler (1964a) says that references to mother or to the birth of another child are often clues to a pampered life style. Other references to aunts, uncles, or grandparents providing special gifts and favors also appear frequently in recollections of the students of a women's college. Although it appears that parents and close relatives are guilty of spoiling such children, Adler stresses the personal

responsibility of each individual receiving preferred treatment. In Ansbacher and Ansbacher, (1970), Adler says: "It cannot be said that bad training given by the mother is the element which is responsible for producing the pampered life style. The child stumbles into this mistaken way by himself when the mother is the only person with whom he makes contact. This attitude could not occur unless the child claimed for himself all the advantages to be had in such a relationship. In other words, the child, under the circumstances indicated, will always think of himself, will see only possibility of success in expecting everything from his mother, in contributing nothing, in always taking and never giving." (p.257).

In discussing women's role from an Adlerian perspective, Deutsch (1970) stresses that equality between the sexes could be more readily achieved if women would try to make clear to men how cooperation, rather than competition for dominance (i.e. radical feminist groups), is of benefit to both sexes. She aptly notes that "Many men are simply not aware that women still encounter social inequalities. If this is brought to their attention in a noncombative spirit, and if they are shown how equality is of benefit to men as well as to women, men would more willingly participate in correcting any existing injustices." (p.123)

Important and needed changes for women have occurred in recent years. The increased options of combining motherhood and personally fulfilling careers have crucial implications for women college students. But change does not come easily, and the author has noted that many women enjoy the "benefits" (support, chivalry, etc.) of being the "fairer sex." Somehow it seems that the contemporary women's rights movement has often been received by female college students as "tennis-shoe stompin", "bra-burnin" radicals. Thus, it often seems "unfeminine" to become "liberated."

It also seems that many female college students put themselves in a "double bind." On one hand, they are sensitive to present several inequities, but they still are seeking a strong male figure to look up to and depend on. Dreikurs (1946) The Challenge of Marriage is still a relevant discussion relating to: Adler's "masculine protest," reflective of both male and female resentment of masculine superiority; the fallacy of glamour and chivalry (pp. 39-40); and the fallacy of beauty and sex appeal

(p.74). Although female students generally score in the "equalitarian" range on various sex role questionnaires, the author has found that many women still feel dependent upon male approval for their own feelings of self-worth. And when females are in a sexually homogenous environment with decreased opportunities to interact with males, increased feelings of worthiness and loneliness often occur.

Again, at the risk of overgeneralization, the author has found several "common concerns" relating to students experiencing problems in a women's college. In addition to feelings of dependence, of being pampered and expecting other people to be of special assistance, it appears that many female students give "lip service" to eliminating sexism (especially in salaries), and having equalitarian male-female roles. But there also appear to be many feelings of inadequacy; such tasks as getting a job, supporting oneself, making decisions, traditionally exclusive male "privileges and responsibilities," often seem very difficult and frightening to women who have learned to depend on others for their "O.K." feelings. Thus, "liberation" involves shedding some antiquated, but nonetheless comfortable life styles. "Stroke-and-spit" tactics can insure the needed transition will be quicker and less painful.

CASE HISTORY

Mary was referred for counseling by the academic dean in a final effort to persuade her not to withdraw from college after only one week. She had a brother five years older and a sister four years younger. Although Mary had average college board scores (790), she had maintained a 3.8 grade-point-average in high school.

It was quickly apparent that Mary had already decided to leave school, being resistant to efforts by the others to change her mind. The only delay was parental approval and the necessary transportation home.

Rapport was established when the counselor encouraged Mary that going home should be her decision, and that he was not trying to change her mind. However, she agreed to participate in four sessions in as many days to gain "insights into my present dilemma and my behavior in general." The four sessions consisted of an introductory and exploratory meeting, with a life style completed and interpreted in the second and third interview. The final meeting with Mary was the day before she went home, including alternative behaviors to be developed.

In the initial interview, Mary shared her competition with her older brother, Tom, and despite excellent grades, never fulfilling her parents high standards. She was worried about her parents poor health, and the financial burden of the college tuition. In social interactions Mary described herself as a "loner", saying "I dream of having many friends, but I know the difference between dreams and reality. I can stay alone - in fact I prefer it." She mentioned an interest in writing stories, especially romantic themes "but not the kind that end up happily ever after." Four overriding concerns seemed to emerge.

(1) Constant worrying, health of parents, desire for independence, etc.

(2) Do I want to be alone or do I want to date a lot? She also seemed to be self-conscious about her weight.

(3) "Although I want to become independent, I can't stay at college any longer. My nerves won't take it. I tried to jump too far at once."

(4) Fear of rejection by peers and by parents.

The life style summary follows:

I. Family Constellation

A. Sibling Description

Larry + 5	Mary 18	Debbie -4
most like Mary (i.e. childish, changed jobs 6-7 times, lazy, picked easy role)	liked music; shy, weight- problem; self-conscious, wouldn't do anything to make friends; made fun of self before others did; lonely; good person	most different from Mary (i.e. firm, abrupt, works towards more realistic things such as housework and sewing). Cold, aloof , liked pets; helper

B. Ratings of Siblings (L refers to Larry; M-to Mary, and D to Debbie)

Most to least
Intelligence: M-D-L
Hardest worker: D-M-L
Best grades in school: M-D-L
Helping around the house: D-M-L
Conforming: M-L-D
Rebellious: L-M-D
Pleaser: M-D-L
Critical of others: M-D-L
Standards of Achievement: M-D-L
Standards of behavior: M-D-L
Standards of morals: M-D-L
Most athletic: I-D-M
Strongest: D-L-M
Tallest: L-D-M
Prettiest: D-M-L
Most masculine: L-D-M
Most feminine: M-D-L

Most to least
Considerate: M-D-L
Selfish: M-L-D
Have own way: L-D-M
Sensitive-easily hurt: M-D-L
Temper tantrum: L-D-L
Sense of humor: M-L-D
Idealistic: M-L-D
Materialistic: L-M-D

C. Further Sibling Description

Who was the most spoiled, by whom, and for what?
Mary; got more and special things from parents

Who was the most punished, by whom and for what?
Larry - for grades.

Who had most friends? What type of relationship?
Mary - exclusive friendships.

Who took care of siblings?
Debbie took care of Mary.

Who played together?
Debbie & Mary.

Who got along best with whom?
Larry and Mary.

Who was fathers favorite?
Larry.

Who was mothers favorite?
Larry.

For Mary

Age at menarche? 13
Were you prepared for it? How? Somewhat, by girl friends.
Your feelings: kinda sick, not pleasant.
Menstrual difficulty? no

D. Parental Figures

Father Current Age 63

Occupation: restaurant owner

Mary's view as a child:

Hard working, kind
give anything to others
type of man I wouldn't mind
strong
see both sides of things

Sibling most like father, and in what ways?
Debbie; knows how to go after the things
she wants.

Ambitious for children?
Larry take over business

Mother Current age 47

Occupation: housewife

Mary's view as a child
ill most of life
great sense of humor
laughed at dirty jokes
worrier
not bad temper

Sibling most like mother, and in what way?
Mary; physical (freckles);
worrying; sense of humor; kindness
ambitious for siblings -
good education and have job happy with.

Nature of Parents' Relationship

Good-best I've ever seen - affectionate.
Father dominant, but both talked it over.
Didn't disagree of methods of raising children; seldom quarreled.

II. Early Recollections

1. 5th grade - dreaded getting report card - had all A's but one A-; I erased the minus, but got caught. The teacher told entire class I had all A's but erased it. I went up after class to see her. Felt guilty, but didn't tell parents.
2. Age 7 - Larry wanted to ride to the lake on our bikes; he went inside and asked Mom if okay to go. She said yes. So both went - we stayed all day. Mom came with a stick - she said "I've been worried;" she was upset; punished us both and sent to bed. Felt: resented that had to take consequences.
3. 7 - Larry and I were going to sleep (kept cutting up-he'd make me laugh) - she spanked us both - I tried to explain, but still both got whipping. Felt: resentful; D. wouldn't listen.
4. Larry brought home D's - I brought home A, and B's - both of us got whipping. Felt: unfair; I didn't think it was bad grade.
5. Death of mother - I was forced to kiss her - Dad held me up to see her. He told me to kiss her. I put up a fight but ended up doing it - wouldn't go to funeral - stayed in house.

III. Life Style Summary

A. Summary of Family Constellation

Although Mary was the second of three children, having an older brother and younger sister, it seems that she "overtook" Larry in meeting her parents desires (especially good grades). She was a "pleaser", conforming to parental desires, considerate, maintaining high standards of achievement, behavior, and morals. She was also very spoiled, her parents bestowing many gifts upon her. Meanwhile, Larry was doing all the things parents generally dislike - making bad grades, refusing to help around the house, not even trying to please others, inconsiderate, having his own way, throwing frequent temper tantrums. So Mary had done all the "right" things and Larry all the "wrong" things in relation to obtaining parental approval. But the irony is that in Mary's opinion, Larry was the favorite of both the mother and father. The unfairness of such a situation angers Mary; but she is similarly hurt, for despite all the accomplishments, she feels alone.

Debbie and Mary appeared to have a mutually agreeable relationship, but perhaps they "switched roles." For example, Mary was most spoiled, characteristic of youngest children. Conversely, Debbie took care of Mary, an "honor" generally afforded the oldest sibling. In sibling interrelations Debbie seldom was at either extreme, seemingly content with a more neutral, middle position between Mary and Larry. Mary was very impressed with the relationship between her parents - she admired her father, but found herself most like her mother, including frequent sickness, constant worrying, and extremely sensitive. Mary sees herself as too sensitive, overemphasizing her own perceived shortcomings, with her shyness causing difficulties with interpersonal relationships.

B. Summary of Early Recollections

1. In striving to attain high standards, I may "fudge" a bit to get there; but

when I do I'm caught, and punished unfairly.

2. I am often punished unfairly by worrying adults.
3. Peers unjustly cause me to lose favor with adults.
4. It's unfair to be punished for something I don't consider to be so bad; or to be forced to meet excessively high standards.
5. Adults may force me to do things against my wishes, some of the time, but they can't make me do such things all of the time.

C. Style of Life Summary

Life is generally hostile and upsetting, full of injustice and pain. Peers often get me into trouble, so I have few close interpersonal relationships. However, I care about people and can be a good friend. Adults punish me unjustly and set unattainable standards, but it is still important for me to have their approval. When I do things on my own, things just don't turn out right. I may be temporarily forced by others to do things against my wishes, but eventually I'll do them at my own pace.

SUMMARY

Two specific sexually homogenous situations are discussed from an Adlerian perspective. Implications regarding incarcerated male juvenile offenders plus the cultural need and significance of the current women's rights movement are presented. Following a brief introduction to Adlerian principles in these two social milieu, representative life style summaries from both populations are included. Despite vast cultural, sexual, and racial differences between the two populations, a central theme is that pampered life styles frequently occur in both groups. The major difference appears in an active versus passive pampered orientation, with male juveniles being more aggressive than female college students.

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